

New Director's Institute

Title I

Room 102

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Welcome & Introductions



Agenda

- Allotments
- Eligible School Summary Report
- Community Eligibility Provision
- Schoolwide verses Targeted Assistance
- Title I Supplement, not Supplant
- Parent and Family Engagement
- Parents Right to Know
- Carryover
- Title I Allowable Uses
- Title I Set Asides (focus on Early Learning)
- Private Schools Equitable Services
- Title I, part D

Allotments (Planning vs. Actual)

Handbook Reference p. 11

Planning Allotment

- Each year PSUs are provided with a planning allotment
- This amount is based of current information and will be updated once information is finalized



Actual Allotment



- This amount takes into consideration:
 - The actual amount of funds received by NC
 - Final data of the PSU
 - New and expanding charters
- This amount typically is available mid to late fall
- This will typically cause the application to need updating.

Title I PRC 050

Handbook Reference p. 37-51

Eligible School Summary Report (ESSR)

Handbook Reference p. 34-35

How is ESSR data used?

- To determine Teacher Loan Forgiveness eligibility
- To determine Per Pupil Allocation in CCIP (Building Eligibility and School Allocation) for Title IA
- Authoritative source of Title I status for Student Report Card (SRC)

Who – What – Why

Who reports? All PSUs (Districts, Charter Schools and Lab Schools), both those that receive Title I funds and those that do not receive Title I funds.

What is collected? Total # Children enrolled at the school/ Total # low-income children/ Title I program (or declaring 'Not Title I') that will operate during upcoming school year.

Why is it collected? Reported to USED and used within CCIP to calculate Title IA Per Pupil Allocations.

Where Does the ESSR Collection Reside?

- As with N or D and TAS, the data collection vehicle is PowerSchool, under Federal – Title I

Federal

CTE

Concentrator Survey

Title I

ESSR

Part D N&D Aggregate

Pt D N or D Oct Hdcnt/YE

Priv Schl Cnt

What Does ESSR Look Like?

Eligible School Summary Report: 2021-2022 ▼

Instructions

Click on the Edit link beside the School Year. This will take you to the Eligible School Detail to enter the data.

Approval Status

After data for all In EDDIE schools below is submitted with Record Modified status as 'Y', an Approve button will display.

ESSR - Total 89 school(s)

Changing this value may alter Record Modified status of some school(s).

Select option used to determine poverty percentage: ☐ 1 ☒ 2 ☐ 3

- 1 – Direct certification data only for all schools
- 2 – Direct certification data in CEP schools and household applications in non-CEP schools
- 3 – Direct certification data for all CEP and non-CEP schools with a 1.6 multiplier

In EDDIE: Yes ▼ Record Modified: All ▼ Schools: All ▼

	School Year	In EDDIE	Record Modified	School Code	School Name	Community Eligibility	Total Enrollment	# Identified Students	Multiplier	# Low Income Students	% Low Income Students	School Served	Eligibility Program Model	Eligibility Justification	Program Justification	# Students Served TAS	Current Grade Levels	Grades Served TAS	Served 1st Year
Edit	2021-2022	Y	Y	00000	Charlotte-Mecklenburg	Y	698	292	1.6	467	66.91	Y	SW-SW				PK,0K,01,02,03,04,05		2002-2003
Edit	2021-2022	Y	Y	00000	Wake County	Y	172	108	1.6	172	100	N	SW				09,10,11,12		
Edit	2021-2022	Y	Y	00000	Wake County	Y	288	80	1.6	128	44.44	Y	SW-SW				0K,01		2014-2015
Edit	2021-2022	Y	N	00000	Wake County												06,07,08		
Edit	2021-2022	Y	N	00000	Wake County												PK,0K,01,02,03,04,05		
Edit	2021-2022	Y	N	00000	Wake County												03,04,05		
Edit	2021-2022	Y	N	00000	Wake County												P3,0K,01,02,03,04,05		
Edit	2021-2022	Y	N	00000	Wake County												PK,0K,01,02,03,04,05		
Edit	2021-2022	Y	N	00000	Wake County												PK,0K,01,02,03,04,05		

Determine Poverty Percentage

Select option used to determine poverty percentage:

☐ 1 ☒ 2 ☐ 3

1 – Direct certification data only for all schools

2 – Direct certification data in CEP schools and household applications in non-CEP schools

3 – Direct certification data for all CEP and non-CEP schools with a 1.6 multiplier

Option 1: Enter Only Direct Certification in All Schools (CEP and Non- CEP)

Low-Income Students =
Direct Certification

Option 2: Direct Certification in CEP Schools & Household Applications in Non-CEP Schools

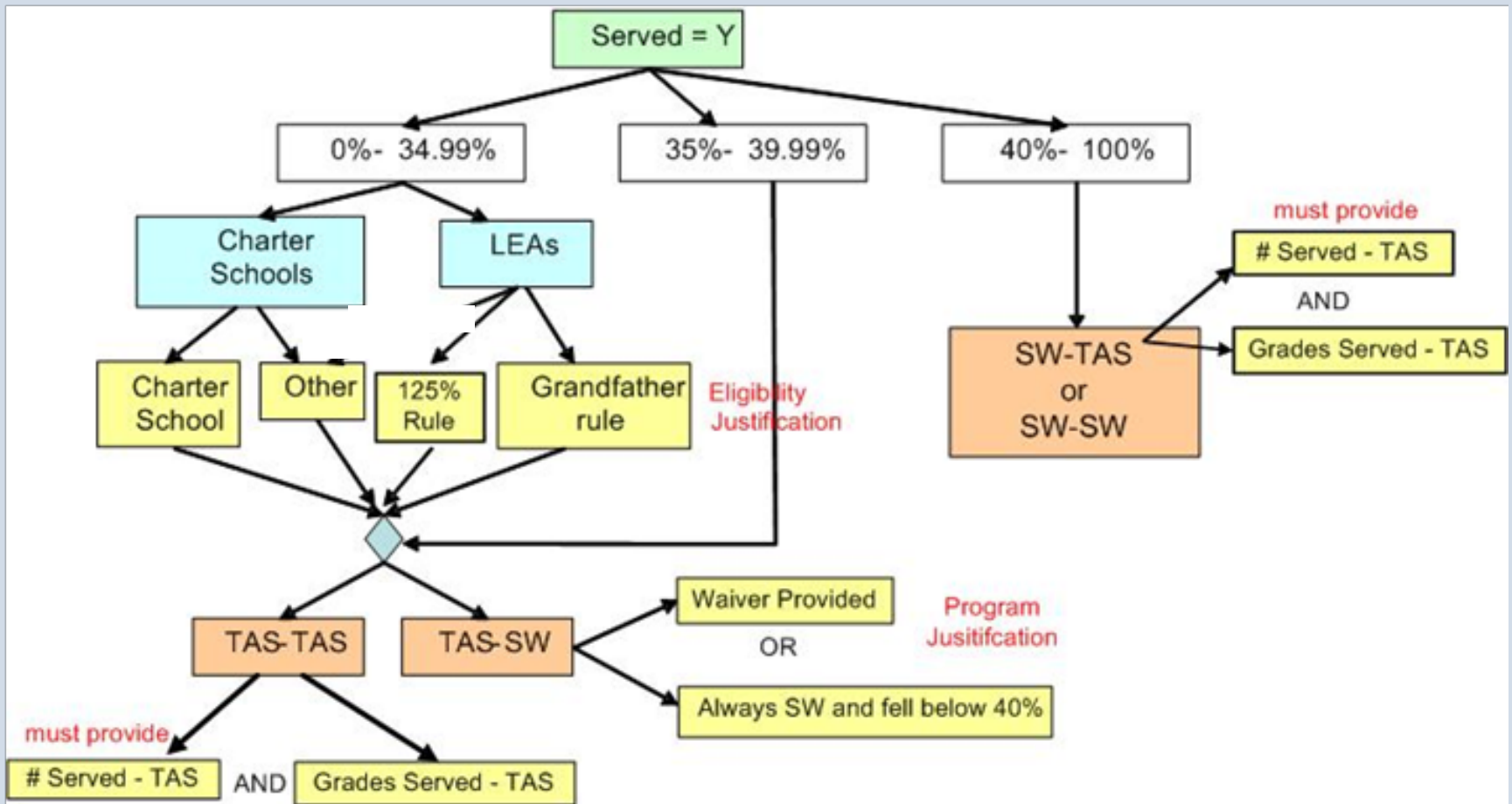
CEP = # Low Income Students
= # Direct Certification

Non-CEP = # Low Income =
Free and Reduced

Option 3: Direct Certification in All Schools regardless of being CEP or Not & Use 1.6 Multiplier in All Schools

Low Income Students =
Direct Certification

Eligibility – Program Model Determination



Business Rules for Determining

- $0 \leq \text{Poverty \%} < 40\%$ indicates TAS-TAS or TAS-SW
 - If 'TAS-SW' is selected, user must provide a Program Justification (Waiver or Grandfather)
- $40\% \leq \text{Poverty \%} \leq 100\%$ indicates SW-SW or SW-TAS
 - The user is prompted to input '# Students Served TAS'
 - The user is prompted to input 'Grades Served TAS' (must fall within school's grade span)

What if Changes are Needed?

- After you have completed the ESSR it can take 24 to 72 hours to populate in the CCIP
- If changes are needed after submission, e-mail anita.harris@dpi.nc.gov and request your ESSR to be “unsubmitted” – include the name of your PSU and your LEA number
- After editing and submitting changes, it can take another 24 to 72 hours to re-populate in the CCIP

Community Eligibility Provision (CEP)

Handbook Reference p. 38

What is Direct Certification?

- Direct certification is the process under which LEAs certify children who are members of households receiving assistance under the Food Stamp program, Cash Assistance (formerly TANF) or FDPIR as eligible for free school meals, without further application, based on information provided by the State/local agency administering those programs.

What is CEP?

- Section 104(a) of the Healthy, Hunger Free Kids Act of 2010 amended the National School Lunch Act to provide an alternative to household eligibility applications for free and reduced price meals in high poverty LEAs and schools.
- CEP allows eligible schools to provide breakfast and lunch to all students free of charge without the burden of collecting and processing school meal applications. Schools that have adopted CEP are reimbursed using a formula based on the percentage of enrolled students participating in other Federal assistance programs.
- Important note: CEP is a grant from the USDA, however direct certification is not dependent upon CEP.

What are the Requirements for Participation in CEP?

- The LEA, school(s), or cluster of schools must have a minimum of 40% “identified students” based on enrollment; this is not the same as the percent of students eligible for free or reduced-price meals.
- LEA must agree to provide meals to all students at no cost
- LEA must cover costs not provided in federal meal reimbursement with NON-federal funds
- LEA must NOT collect household applications in CEP schools

SW vs TAS

Handbook Reference p. 44

Title I Program

- School by school decision
- Two program models
 - Schoolwide
 - Targeted Assisted School

Schoolwide (SW)

- The most flexible of the Title I program
- Must be at least 40% poverty
- Focus on school wide supports



Targeted Assistance School (TAS)



- Focused on the most at-risk students only
- Funds can only be spent to support the identified students
- At least 35% poverty unless using the 125% rule
- PowerSchool data collection required

Title I Supplement, Not Supplant

Handbook Reference p. 37-38

Supplement, not Supplant

- The supplement, not supplant test for Title I is the methodology
- The methodology is the formula for how all state and local supports are provided to the schools (funds, allotments, etc.)



STATE FUNDS

Instruction Supply Allotment--\$35 per child to all K-12 schools

Nursing Supplies--\$100 to every K-12 school

ACT/SAT Prep--\$1000 allotted to every high school

PSAT—\$15 per student based upon 75% of 10th graders enrolled in the school

LOCAL FUNDS

Guidance Office Supplies--\$250 for each elementary school, \$300 for each middle school, and \$1000 for each high school

Furniture and Equipment (local capital outlay)--\$3 per student to all K-12 schools

PowerSchool Supplies--\$500 to all K-12 schools

General Office Supplies--\$500 to each K-12 school plus \$150 per student

Parent & Family Engagement (PFE)

Handbook Reference p. 38-39

Parent and Family Engagement (PFE)

- ESSA intends for parents to be an integral part of the educational journey of their children.
 - We understand that this is a continuum
 - Each PSU should be moving towards fully engaging parents in the fabric of the schools
- 1% of funds are required to be set aside for each school receiving at least \$500,000 of allocation
 - Of the 1% set aside, 90% must go directly to the school to support PFE

School/Parent Compacts

- Every Title I school is required to have a school specific, School/Parent Compact
- At minimum it must outline what the school and the parents commit to doing to ensure success of the student(s)
- Other requirements:
 - Elementary schools must have at least one parent teacher conference
 - The compact must be discussed at a parent teacher conference

Parent Events

- The school is expected to hold a variety of parent events designed to engage parents in the school and build capacity for them to be able to assist their children with educational task.



Parents Right to Know

Notification Requirements

- Teacher Qualifications
- Achievement level and academic growth of the student
- Timely notification when a student is taught 4 or more consecutive weeks by an unlicensed teacher
- At the beginning of the year, the parents must be notified they can request any testing information (participation, policy, procedure, etc.)
- Testing information and schedule must be publicly available

Carryover

Handbook Reference p. 43



Carryover Limitation

- Title I is the only Title area that has a limitation – although others are encouraged to adhere to this limit as well.
- The limitation is 15% as of September 30th (15 months after the funds are allotted)
- Outside of EDFlex, only one waiver can be granted every three years
- If the PSU needs a waiver, they will be notified shortly after September 30th

Title I Allowable Uses

Handbook Reference p. 46-49

Allowable Uses



- While an all-inclusive list cannot be provided, a good working list is in the handbook
- Provides both examples of allowable and unallowable costs

Title I Set Asides

Handbook Reference p. 50

Title I Allowable Set Asides

- Administrative (not to exceed 12% of planning allotment)
- School Improvement Interventions (CSI/TSI Schools)
- Financial Incentives or Rewards for recruitment and retention for CSI/TSI schools (5% maximum)
- Professional Development for Teachers in Title I schools
- Parent and Family Engagement (1% minimum for allotments above \$500,000)
- Homeless Children and Youth Services (Section 1113(c)(3)(A) – Comparable to Title I PPA)
- Foster Care Transportation
- Early Childhood Programs
- Neglected, Delinquent, or At-Risk Services
- Districtwide Instructional Initiative
- Unbudgeted Reserve (not to exceed 10% of planning allotment)

Important Notes

- Set asides are meant to support district wide/level activities
- If activities are school level, they must be budgeted at the school level and come out of the school's budget – this is due to ESSA per pupil expenditure guidance

Title I Preschool

Handbook Reference p. 41-42

Title I Preschool Overview

- Non-Regulatory Guidance Early Learning in Every Student Succeeds Act
- NC Federal Programs Handbook
- Title I Preschool NC Standards and Procedures
- NC Preschool Early Learning Standards
- CCSSO/HS Toolkit-New Coordination Requirements/MOU

DOE Non-Regulatory Guidance Early Learning in Every Student Succeeds Act

- **ESEA** -"full educational opportunity" should be "our first national goal."
- **ESSA** –" build on the civil rights legacy of the original law by providing protections for our most vulnerable students and directing federal resources toward programs and strategies that help all students thrive."

ESEA as amended by ESSA

- Early learning is woven throughout the ESEA, as amended by the ESSA, as a means of addressing education equity in order to eliminate disparities in student achievement and support students' school success.
- With this reauthorization, the ESEA has been transformed from a K–12 education law to one which envisions a preschool through 12th grade (P–12) continuum of learning

ESEA as amended by ESSA

- The Department's strategic goal for early learning is to improve the health, social-emotional, and cognitive outcomes for all children from birth through third grade. This will ensure that all children, particularly those with high needs, are on track to graduate from high school college and career ready.
- This guidance is intended to remind State and local decision-makers about the importance of investing in early learning and highlight the opportunities available under the law to strengthen early education and provide examples of how States and local communities may support young children's success in school.

Federal Programs Handbook

pp.41-42

- [DOE Non-Regulatory Guidance Early Learning in ESSA](#)
- [Title I Preschool NC Standards and Procedures](#)
- [North Carolina's Early Learning Standards \(aligned to SCOS\)](#)
- [Toolkit-New Early Childhood Coordination Requirements in the ESSA-for pr....pdf \(ccsso.org\)](#)

Title I Preschool NC Standards and Procedures

- **Funding**
- **Eligibility**
- **Funding Options**

Funding

- A Title I school may use a portion of their Title I allocation to operate a preschool program
- A PSU may reserve an amount from its total allocation to operate a preschool program for eligible children in the PSU as a whole or for a portion of the PSU
- A PSU may reserve an amount from its total allocation and use those funds to support other comparable public early childhood education programs to operate Title I preschool programs such as Head Start. to add text

Eligibility

- Children who are younger than the age of five by August 31
(The kindergarten eligibility cutoff date)
- Children living within the local program's designated attendance area are eligible to apply for enrollment in the Title I preschool program
- Most at risk students- identified on basis of multiple, educational related, objective criteria
 - Screening results
 - Teacher/Parental Input
 - Rank order list
 - Roster of students
 - Family income for prioritizing

Several Funding Options

Title I Preschool

- Uses Title I dollars only

Blended Preschool

- Uses Title I dollars with other preschool dollars
- Title I contribution determined by % of Title I children in each preschool class

Dual Enrollment

- Uses Title I dollars with state funded preschool dollars

NC Foundations for Early Learning and Development

- NC ELDS aligned with the NC SCOS
- NC ELDS aligned with NC ELI (KEA)
- NC ELDS aligned with NC approved Preschool Curricula and Assessment

ESSA Legislation

Sec. 1119.[20 U.S.C.6332] Coordination Requirements

Memorandum of Understanding

- The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), **requires local educational agencies (LEAs) receiving Title I funds** to develop agreements with Head Start and other early childhood providers to increase coordination
- Formal document required between LEAs and Head Start

The “Elementary and Secondary Education Act” (ESEA), as amended in 2015 by the “Every Student Succeeds Act” (ESSA), requires local educational agencies (LEAs) receiving Title I funds to develop agreements with Head Start and other early childhood providers (if feasible) to increase coordination.

Private Schools Equitable Services

Handbook Reference p. 9-11 & 36

Equitable Services to Private Schools Under ESEA

Topics

1. Who
2. What (Definition)
3. Information Sources
4. Overview of Three Phases
5. Public Control of Funds
6. Summary for Each Grant

Topic 1. Who Has to Do This?

All school districts

No private schools
in your district..?



...possible inter-district
students going out-of-
district (Title I-A)

**Charter and LAB schools
exempt in NC**

Topic 2. Definition of Equitable Services

activities implemented by school districts
based on identified need...

...using funds calculated on the basis of a
count of certain student

**Services not
funding**

**Funding is
key to
equitability**

2. Definition

The 6 affected grants:

- Title I-A
 - Title II-A
 - Title IV-A
 - Title III-A
 - Title I-C
- 5 consolidated
-
- Title IV-B
- 21st Century

IDEA and CTE not addressed by FPMS

Topic 3. Information

- [DPI Equitable Services web page](#)
 - Series of FPMS memos
 - Other Resources from FPMS and USED
- Weekly FPMS Update (email)
- Contact me at any time!
 - Talbot.Troy@dpi.nc.gov
 - 984-236-2797

3. Information

Corrections to the Handbook

Summary of Topics and Assurances has been updated. See web page for PDF.

Two (not three) notification attempts are required prior to determining that a private school is non-responsive

Topic 4. Three Phases of Equitable Services

Notification/Invitation



Consultation



Provision of Services

4. Three Phases

Notification/Invitation ➡ **Consultation** ➡ **Provision of Services**

- Late winter/early spring
- All in-district schools (Directory updated in January)
- Out-of-district schools? (see 2/19/21 memo)

✓ **Directory of Private Schools**
✓ **Memos**

on our
web page



4. Three Phases

Notification/Invitation



Consultation



Provision of Services

- Needs and services
- Proportionate share
- Decisions by mid May or sooner

On our
web page



- ✓ Affirmation form
- ✓ Summary of Topics/Assurances
- ✓ Proportionate Share Calculator
- ✓ Memos

4. Three Phases

Notification/Invitation



Consultation



Provision of Services

- **Based on needs**
- **Ongoing consultation**
- **Equitable, not equal**

**On our
web page**



- ✓ **2019 FAQ from FPMS**
- ✓ **USED Guidance**
- ✓ **Memos**

Topic 5. Public Control of Funds

District responsibilities:

- ✓ Encumber
- ✓ Hire and contract
- ✓ Supervise, monitor
- ✓ Pay invoices
- ✓ Inventory

Private school responsibilities:

- ✓ Identify needs
- ✓ Count students
- ✓ Make staff/student available
- ✓ Make space available
- ✓ Consult (ongoing)

5. Public Control

Do:

Follow district policies for hiring, contracting, invoicing, etc.

Consider private school input regarding vendors, products, etc.

Do Not:

Delegate your responsibilities to the private school.

Reimburse private schools for expenses they pay.

But... it's OK to reimburse a private school teacher for approved PD travel costs, just as you would a district teacher.

Topic 6. Summary of Each Grant

Prop Share Calculation:



Consultation/Spring

Eligibility for Services:



Typical Services:



**Ongoing,
during the
implementation
year**

6. Summary of Each Grant

Title I-A:

Prop Share Calculation: Poverty & residency (Sec 1117)



Eligibility for Services: Academic need & residency (Sec 1115)



Typical Services: Tutoring and counseling

**Notes: Similar to Targeted Assistance Schools
(Not TSI, but TAS as opposed to SW)**

6. Summary of Each Grant

Title II-A:

Prop Share Calculation: Total enrollment, regardless of residency

Eligibility for Services: All students (or staff) or a subset

Typical Services: PD

Notes: No class size reduction allowed

6. Summary of Each Grant

Title III-A:

Prop Share Calculation: Number of ESL students (Spring)

Eligibility for Services: ESL students, regardless of when identified

Typical Services: Similar to district

6. Summary of Each Grant

Title IV-A:

Prop Share Calculation: Total enrollment

Eligibility for Services: All students or a subset

Typical Services: Varies (USED Guidance)

Notes: Spending parameters apply to the entire PRC 108, including prop share; can't be imposed on private schools separately

6. Summary of Each Grant

Title IV-B, 21st Century:

Prop Share Calculation:

Eligibility for Services:

Typical Services:

District consult with a select schools based on proximity to program site.

Notes: Contact us with questions.

Information

- [DPI Equitable Services web page](#)
 - Series of FPMS memos
 - Other Resources from FPMS and USED
- Weekly FPMS Update (email)
- Contact me at any time!
 - Talbot.Troy@dpi.nc.gov
 - 984-236-2797

Title I, Part D N or D Funds Headcount

Handbook Reference p. 43 & 53-54

Title I, part D

- Subpart 1
 - For State Operated Programs
 - PRC 047
- Subpart 2
 - Provided to PSUs to support their Neglected or Delinquent student facilities
 - Part of the Title I, part A allocations
- Aggregate – End of year report for all Title I, part D recipients

Where Do the N or D Collections Reside?

- As with ESSR and TAS, the data collection vehicle is PowerSchool, under Federal – Title I

Federal
.....
CTE
Concentrator Survey
Title I
ESSR
Part D N&D Aggregate
Pt D N or D Oct Hdcnt/YE
Priv Schl Cnt

What are the Collections?

- Pt D N or D October Headcount (mandatory, reported to USED)
- Pt D N or D Year End Private School Children Count (optional, not reported to USED, but reported to CEDARS)

Part D N or D October Headcount/Year End Private School Children Count 2020-2021

Instructions

Click on the Edit link beside the name of each Headcount Type and Student Type you wish to edit. This will take you to the Student Participation Form to enter the headcount by grade level.

Data Type

The October Headcount data has been approved on 11/23/2020 15:11:56 by [Name]

Please select the radio button below for October Headcount or Year End.

☒ October Headcount ☐ Year End

Part D N or D October Headcount/Year End Private School Children Count Report

Data Type	Student Type	No Child to Report	Under3*	3to5notK*	KG	1	2	3	4	5	6	7	8	9	10	11	12	UG
October Headcount	Local Delinquent Children	No Child	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
October Headcount	Local Neglected Children	Yes Child	0	0	2	0	1	1	2	3	4	8	5	11	12	9	6	0

Grade Level Definition

- Under3* = children younger than 3 years of age.

- 3to5notK* = children between ages 3 and 5 not enrolled in kindergarten.

- UG = ungraded, i.e., children with no school grade assigned.

Part D N or D October Headcount/Year End Private School Children Count Report

	Data Type	Student Type	No Child to Report	Under3*	3to5notK*	KG	1	2	3	4	5	6	7	8	9	10	11	12	UG
Edit	Year End	Local Delinquent Children	No Child	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Edit	Year End	Local Neglected Children	Yes Child	0	0	2	0	1	1	2	3	4	8	5	11	12	9	6	0
Edit	Year End	Private School Children																	

What are the Collections?

- Part D N&D Aggregate (PSUs that were Identified Previously)

Federal

CTE
 Concentrator Survey
 Title I
 ESSR
 Part D N&D Aggregate
 Pt D N or D Oct Hdcnt/YE
 Priv Schl Cnt



N&D Aggregate 2020-2021

☐ October Headcount
 ☒ Year End

Submitted On: 05/28/2021 10:04:16
 Approved By:

1. Programs and Facilities

N&D Type	Total # Programs /Facilities	# Days per year Educational Program Operates	Avg Length of Stay in Days	# Programs Reporting Data	Collect Student Outcomes After Exit ?	Explanation When Can't Collect Student Outcomes After Exit	School Year
Neglected Programs	1	182	182	1	Y		20-21
Juvenile Detentions							20-21
Juvenile Corrections							20-21
Adult Corrections							20-21
Other Programs							20-21
Total	1	182	182	1			

2. Students Served - report the number of students under each category

N&D Type	Total Unduplicated Count	Total Long Term Students *	Disability Students	LEP Students	School Year
Neglected Programs	68	68	0	0	20-21
Juvenile Detentions					20-21
Juvenile Corrections					20-21
Adult Corrections					20-21
Other Programs					20-21
Total	68	68	0	0	

3. Unduplicated Students - Race/Ethnicity ** - report the number of students under each category

N&D Type	Total Unduplicated	American Indian or Alaska Native	Asian	Black	Hispanic	Native Hawaiian or Other Pacific Islander	White	Two or more races	Total	School Year
Neglected Programs	68	5	1	30	12	0	20	0	68	20-21
Juvenile Detentions										20-21
Juvenile Corrections										20-21
Adult Corrections										20-21

Questions

